

highlights of senate meeting

NEWS EDITION
VOLUME 1, NUMBER 25
20 MARCH 1969

McGill reporter

committee to examine appointments, tenure

Establishment of a committee to review regulations governing appointment and tenure of teaching staff was approved yesterday by Senate.

This new committee, which will have student members, will recommend to Senate revisions to existing regulations. It was proposed in a motion by Professor A. E. Malloch.

Due to the proliferation of Senate committees, several members were of the view that this work could just as well be undertaken by the joint Senate-Board Committee to Maintain a Continuing Review of University Government. There was also considerable discussion concerning student participation in the composition of the new committee. An amendment proposed by Professor Dalbir Bindra that only members of faculty be eligible to serve on the committee, was defeated. Student Senator Robert Hajaly stressed that students have a legitimate interest in such matters as working load and promotions. In the end, however, Professor Malloch's motion was accepted

senate returns honorary degrees committee report

A report of the Honorary Degrees Committee which recommended among other things the names of four individuals to receive honorary degrees at Spring Convention was sent back by Senate for further consideration. The reason was that student members of the Committee had not been able to participate in the two meetings held by this body and the acceptance of the report was open to question.

It was agreed that the Committee's report be given high priority at the next meeting of Senate.

department separates

The Department of Sociology and Anthropology is to be separated into two independent departments: the Department of Sociology and the Department of Anthropology.

This recommendation, approved by Senate, formed part of the 56th report of the Academic Policy Committee, presented and approved at yesterday's meeting. Another recommendation dealt with the administration of the School of Computer Sciences, which will be located in the Faculty of Engineering.

intact. It reads:

"That Senate establish a committee to review the regulations governing the appointment and tenure of teaching staff and recommend to Senate a revision of these regulations:

1. That the committee be composed of a Chairman, three administrative officers of the University (Chairmen of departments, directors of schools, deans of faculties, etc.), three members of the teaching staff who do not carry administrative appointments, three members of the student body.
2. That the committee accept as primary working documents the CAUT policy statement and the papers drafted by Dean Stanley Frost.
3. That the committee be directed to consult fully with the MAUT before submitting its recommendations to Senate.

students will have new course descriptions

A new system of course descriptions which will provide the student with more detailed information about the content and nature of the courses available to him was adopted by Senate yesterday.

The resolution on Course Descriptions, recommended to Senate by the Committee on Communications, was moved by Senator Ian Hyman and seconded by Senator Robert Hajaly.

Most of the members of Senate lauded the ideas contained in the motion. A few members expressed some concern over the cost of implementation. The motion, as placed before Senate, was passed by an overwhelming majority, with one dissenting vote.

The motion reads: "That this Committee recommend to Senate that each Faculty publish, no later than 1 July, detailed descriptions for all courses to be offered during the following academic year; that separate listings for each department be made available for distribution on request; that the descriptions include the professor's view of the course, its goals, content, the work required, the appropriate texts and teaching methods, and the extent to which he desires class participation in the structuring of the course; that each faculty information bulletin ("calendar") contain a request form which can be mailed to obtain course descriptions for specified departments; that the Registrar's Office establish a system for co-ordinating the answering of these requests."

reporter critic moves to increase publication

The McGill Reporter came in for criticism at Wednesday's meeting of Senate, and was the subject of a three-barreled motion to increase frequency of publication, to introduce advertising, and to provide it with an editorial board.

Professor Leo Yaffe, who proposed the motion, gave Senate his personal impressions of the paper. He said he welcomed its appearance on campus, but he had strong words to say about its format, lack of appeal to the faculty and student body, editorial content, type style, and general appearance. Little attention has been given so far to science and research and important issues have been neglected because deadlines had passed, he charged. Yaffe also claimed that several letters to the editor have not been published. He said he believed in freedom of the press, and while it was not his intention to dictate editorial policy he felt it was the duty of the Reporter to serve the needs of the University. It was Professor Yaffe's view that the \$86,000 for publishing the Reporter was far too expensive for the job it was doing.

Student Senator Ian Hyman pointed out that the setting up of an Editorial Board had been discussed and rejected by the Committee on Communications. He emphasized the fact that the acceptance of advertising in the Reporter was a threat to the revenue of the McGill Daily and to the financial position of the Students' Society which provides the funds. Hyman urged that the whole matter of advertising should be carefully considered as to who would be hurt and where the money was to come from.

Vice-Principal Robert Shaw added that the question of advertising in the Reporter had been discussed by the Communications Committee and it had decided that this would only mean taking revenue from one pocket and putting it into another. In the matter of publishing three times a week, he said that this could be done, but it would mean additional cost.

In reply to criticisms concerning format, Mr. Shaw informed Senate that the Reporter had been accepted by the highly regarded New York Art Directors Annual Show. He stated that careful watch is given to number of copies left over each week, and he was pleased to report that circulation had increased from 12,000 to 16,000 since the beginning of the year. Shaw also pointed out that there was a significant demand for the Reporter from outside the University. In fact, the paper was being distributed from newsstands at the request of their customers.

The inclusion of articles about films, theatre, poetry, and the cultural life of

the University was in response to a demand for this type of reporting and filled a large gap left by other campus publications, Mr. Shaw explained. With regard to the lack of science reporting, he announced that the Editor was quite conscious of this failure and had recently taken steps to remedy the situation by engaging a science writer.

Mr. Shaw stated that the Editors interpret the paper's editorial policy and abide by the single instruction of "keep down the middle," providing opportunity for argument from all sides. He concluded with the observation that a careful examination of all issues of the Reporter would show that to date it has covered a broad range of academic, literary, scientific, and cultural subjects.

Student Senator Julius Grey urged that students be appointed to an editorial board if one should be established. He also supported the coverage given to art and literary subjects by the Reporter, since the McGill Daily did not cover these subjects to any extent. He felt the publication was effective in its present form of being a mixture of newspaper and magazine.

Discussion of Yaffe motion was put forward to the next meeting of Senate as the time allowed for items on the part of the agenda had elapsed. The text of the motion follows:

1. That an Editorial Board be appointed as soon as possible from staff and administrators of the University.
2. Three issues per week be published during the academic session.
3. That, in order to reduce the expenditures associated with the McGill Reporter and to eliminate the virtual monopoly on advertising which now exists on the campus, Senate instructs the Committee on Communications to offer paid advertising space in the McGill Reporter to interested parties.

university keeping watch on march 28 developments

Vice-Principal Robert Shaw told Senate yesterday that the University was keeping in close touch with developments in the forthcoming demonstration at the University on March 28.

He said that steps were being taken to protect University property and that Senate would be kept informed if there was anything important to communicate on this subject. The main objective, he added, was to ensure that the University would be able to continue its work.

arbitrators call first meeting on Gray case 26 March

The first meeting of the Arbitration Committee in the case of Political Science lecturer Stanley Gray will be held Wednesday, March 26 at 2.30 p.m. in the Moot Court Room, Chancellor Day Hall.

Members of the Committee announced last night that subsequent meetings, as necessary, will be held March 31, April 2, 8, 9 and 11, in the same place. Daily hours for the hearings will be 10 a.m. to 12.30 p.m. and 2.00 p.m. to 5.00 p.m.

Admission to the first hearing will be by ticket and limited to the seating capacity of the auditorium, which holds 184 spectators.

Tickets may be obtained from the Registrar's Office, Administration Building, on a "first come first served basis", the day prior to the hearing. Entrance to the Moot Court Room will be by the west door of Chancellor Day Hall.

Further details governing subsequent hearings will be determined by the Committee during the March 26 meeting.

Members of the Arbitration Board are: André Morel, Faculty of Law, Université de Montréal, Noël Mailloux, Department of Psychology, Université de Montréal, and Walter Tarnapolski, Faculty of Law, University of Windsor.

LaPierre et la société québécoise

reporter

Considérez-vous qu'il y a un problème d'intégration de McGill dans la Société québécoise?

lapierre

Vous me demandez de commenter une évidence. L'université a déjà bien du mal à faire son entrée dans l'âge de l'aéronautique, de la cybernétique, et de l'internationalisme. Devant les aspirations sociales, devant les exigences de participation, elle n'avait rien à dire jusqu'ici. En même temps sont remises en cause nos façons d'effectuer la recherche, nos façons de travailler en communauté de chercheurs étudiants-professeurs. L'université a bien du mal à se situer à l'avant-garde des méthodes d'accumulation et d'utilisation du savoir. L'université n'est pas encore réellement équipée en fonction de l'éducation permanente. A tout cela s'ajoute la responsabilité sociale de l'université. L'université est d'un milieu précis. Elle dépend financièrement (en grande partie) d'une communauté précise. McGill est une université québécoise.

reporter

Qu'est-ce que cela peut bien vouloir dire: "une université québécoise"?

lapierre

Disons d'abord ce que cela ne veut pas dire:

Cela ne veut pas dire que les étudiants devraient tous être québécois. Cela est évident.

Cela ne veut pas dire que toute la recherche effectuée sur notre campus devrait être immédiatement utilisable pour la société québécoise ou se rapporter à des problèmes du Québec.

Cela ne veut pas dire que McGill coupe tous ses rapports avec le réseau d'universités avec lequel depuis toujours elle entretient des relations étroites.

Etre une université québécoise signifie qu'en partie, au moins, et d'une manière constante McGill est intéressée à la société immédiate dans laquelle elle se trouve. Ici c'est toute la question de l'université qui est posée. A-t-elle des choses à dire l'université sur la société réelle? Il me semble qu'elle ne peut réduire son rôle à celui de témoin impartial et insignifiant "qui voit mais ne parle pas" — Peut-être est-il temps de considérer l'université comme une communauté engagée totalement dans une tâche utile et commune.

reporter

Mais quelle pourrait être cette tâche?

lapierre

Je vous répondrai un peu théoriquement. Premièrement l'université doit préparer ses étudiants à être effectivement utiles à la société et voir à ne pas en devenir

les parasites ou les exploitateurs. L'université autrement constitue le lien d'apprentissage de l'exploitation de l'homme par l'homme. Elle est inhumaine. Elle devient à long terme un instrument du désordre social. Deuxièmement, l'université doit se comprendre, s'analyser. A l'université s'effectue beaucoup de recherche, mais il s'effectue peu de recherche sur l'université elle-même. C'est pourquoi nous sommes toujours en retard sur la réalité. C'est pourquoi McGill maintenant se trouve confrontée avec la question de sa place au sein du Québec. Pourquoi en 1969, neuf années après les débuts de la Révolution tranquille, 148 années après sa fondation, se trouve-t-elle au coeur d'une crise grave? Il y a ici un regard dramatique sur la réalité, sur la sensibilité québécoise qui résulte, à mon sens, d'une distance entre McGill et la société québécoise, entre McGill et la nouvelle réalité québécoise.

reporter

Comment faire pour combler cette distance?

lapierre

La première réponse qui vient à l'esprit se rapporte au régime linguistique de l'université. Si vous voulez bien nous parlerons de cette question. Comment faire pour combler cette distance? Je n'ai pas de réponse définitive. Il me semble qu'une réévaluation de nos instruments de connaissance de recherche et de participation aux problèmes et aspirations de la société québécoise constituerait une approche valable. En même temps nous devrions transformer notre régime linguistique: accorder plus d'importance à la langue française en traduisant quelques textes de plus, en faisant corriger des examens ou thèses françaises par des gens qui ne comprennent pas très bien la langue française me semble superficiel et hypocrite.

reporter

Mais alors que faut-il faire?

lapierre

Il faut concrètement faire en sorte que McGill ne se contente plus d'être au Québec mais qu'elle soit du Québec. Pour cela certaines transformations s'imposent. Voici quelques indications:

Au niveau des services publiques de l'université:

- Toute correspondance de l'Université devrait pouvoir se faire dans les deux langues (création d'un bureau à cet effet).

- L'université devrait s'assurer que tous ses services d'information et de renseignement soient bilingues.

Au niveau du personnel de l'université:

- L'université devrait tendre à posséder un personnel bilingue.

- Pour réaliser cet objectif l'université devrait organiser à l'intention de son personnel des sessions intensives de français.

- Le personnel cadre de l'université, doyens, directeurs de départements, directeurs d'instituts, de centres de recherche,

devraient être convenablement bilingues ou tout au moins aptes à comprendre les deux langues du pays (cours intensifs).

- Peut-être l'université devrait-elle prévoir un traitement préférentiel pour son personnel bilingue.

Au niveau des étudiants:

- Les services de renseignements et d'accueil de l'université devraient être bilingues.

- Au début de chaque année académique, une journée d'information devrait être organisée à l'intention des étudiants francophones. Certains étudiants d'expression française sont défavorisés parce qu'ils ne réussissent pas dès le début de l'année académique, à bien saisir l'organisation de l'université, l'organisation de leurs cours, etc. — Ils sont au point de départ défavorisés; 1,228 étudiants francophones fréquentent McGill à plein temps, des centaines d'autres à temps partiel et 2,047 étudiants d'expression française suivent des cours au service de l'éducation permanente. Le nombre d'étudiants francophones ira s'accroissant. Il est urgent d'organiser des services pour eux.

- Il ne suffit pas de dire que les étudiants d'expression française peuvent répondre aux examens en français ou faire leur thèses dans cette langue... il faut s'assurer que les correcteurs comprennent suffisamment la langue française pour évaluer justement le travail qu'ils corrigent.

Au niveau de la représentativité québécoise à McGill: Que l'université compte au niveau des cadres supérieurs des représentants de la société québécoise (d'expression française). Mais il y a plus. Depuis cinq années, le Centre d'Etudes canadiennes-françaises a procuré à l'université une collection considérable de volumes qui attendent la classification. La bibliothèque de l'université n'est pas équipée pour ce travail. Il me semble que les services techniques et publics de la bibliothèque devraient être bilingues pour assurer: au niveau des services techniques un traitement et une classification adéquats; au niveau des services publics pour une utilisation maximum du matériel. Dans ce dernier secteur, je dois dire que la situation est déjà partiellement convenable.

reporter

Que faudrait-il faire au niveau des cours?

lapierre

Il y a ici trois problèmes distincts. Premièrement je vous parlerai des cours que l'université offre sur le Québec. Il est évident que cet enseignement est insuffisant. A maintes reprises, le Centre d'Etudes canadiennes-françaises a proposé à l'université des programmes de cours plus adéquats. Nous devons dans ce domaine, et rapidement, fournir un effort considérable. Le Centre a un projet dans ce sens. La réponse appartient à l'université. Il n'est pas possible de s'intégrer dans une société sans la connaître, sans l'étudier.

Deuxièmement, il devrait être possible d'offrir de plus en plus de cours en français. Certaines expériences en cours indiquent bien la possibilité de réalisation d'un tel projet.

Troisièmement il devrait être possible d'offrir de plus en plus de cours bilingues, c'est-à-dire qu'au cours des séminaires et des classes les échanges puissent se faire dans l'une ou l'autre langue.

Quatrièmement, il y a la question de l'enseignement de la langue française. Nous avons toujours dit qu'un étudiant qui graduerait de McGill devrait convenablement s'exprimer en français. Voilà ce qu'il est devenu urgent de réaliser.

Nous pourrions ensuite parler de réelle coopération avec les autres universités de notre ville. Pourquoi les étudiants universitaires de la ville de Montréal n'auraient-ils pas accès à tous les cours, séminaires, bibliothèques, laboratoires qui sont situés dans les limites de notre ville?

reporter

On a pu lire dans les journaux de Montréal que votre Centre étudiait et scrutait les Québécoises comme de vulgaires "natives". Qu'avez-vous à répondre?

continued on page 3

Dr. D. Charles Foote

Dr. Don Charles Foote, Associate Professor of Geography in this university, died in Fairbanks, Alaska on 1 March 1969 following an automobile accident earlier in the week. At the time, Dr. Foote was on a year's leave-of-absence from the university and was spending the winter continuing his Arctic studies at the University of Alaska.

Dr. Foote came to McGill University from Dartmouth College as a Carnegie Arctic graduate scholar in 1957 to develop and extend his polar research interests. He was already familiar with northern Scandinavia which he had visited whilst in residence at Oslo University. At McGill he undertook the field work for his doctorate in northern Alaska; he said that one year's graduate fees were paid with his share of the proceedings of a successful whale hunt from Point Hope. For a time Dr. Foote was Senior Scientist in charge of human ecology studies for the U.S. Atomic Energy Commission in Northwest Alaska and in support of the native population became an outspoken critic of the local AEC policy.

In 1963, Dr. Foote joined the teaching staff of McGill University. He continued his northern studies with the establishment of research programs in Baffin Island and the Pribilof Islands, and with two visits to the Soviet Union. During this period he was developing a methodology and an interdisciplinary approach (with other social sciences) for economic and social analyses of polar communities. His achievements in this field were recognized by the Arctic Institute of North America



Dr. Foote

which made him a Fellow of the Institute in 1967 and by his appointment as the leader of the Canadian contribution to the International Biological Program Study of the human adaptability of Eskimos, the following year.

Dr. Foote's abilities were by no means limited to the Arctic. His extraordinary enthusiasm was quickly recognized by his colleagues and students and he played an important part in recent years in the department of geography in developing the major introductory course. His interest in experimental teaching methods was well-known and at the time of his death he was working on new undergraduate course programs for next year.

FORUM

correction

In the 13 March 1969 issue of the Reporter, we quoted Professor Malloch (p. 4, col. 3) as saying, "While accepting as natural and just that French should be the langue prioritaire in Québec...." Professor Malloch corrects us: he in fact said, "the langue predominante." We apologize.

french: now

To the Editor:

I read with interest Vice-Principal Oliver's article on "The Place of the French Language at McGill": "... will attempt to explore an area where imaginative adaption is imperative: the relationship of McGill to the French-language majority in Quebec and especially the place of the French language in the operations of the university." This takes us up to an awareness of the situation as it existed in 1965. After four years — the problem has now reached unignorable size — the administration has noticed and in response has created a Subcommittee under the Chairmanship of Professor Trentman to study the problem. I sincerely hope that Professor Trentman and colleagues are meeting three times a week to make up for lost time.

One of the very basic causes of our problem is the poor quality of French language instruction in the schools and at the university. The return-on-effort ratio of the present courses are so high that we have a very low output of competent speakers of French. For which French Canada will offer us no sympathy. The obvious answer is a properly engineered French course.

I mentioned in some detail to Michael Oliver in the summer of 1967 how this could be done and why it was critical to do it then and not sometime in the future — like March 1969 — when the problem would have become critical. I discussed the problem with many other people. I know Lorne Gales of the Graduate's Society — who has always been interested in teaching — mentioned it several times to Rocke Robertson in connection with raising money for the project if McGill chose to implement it.

No action was ever taken. No sense of urgency existed. Must the administrators of McGill ALWAYS wait for a March 28th before they begin to think? Michael Oliver talks about "imaginative adaption" being "imperative" — but what does he do with it when he gets it?

Finally I wrote up the skeleton of the proposal in the McGill Daily (see "Spoken French by 1971," 31 January, 1969).

Nobody at McGill has been able to offer a criticism of the proposed design either from the point of view of learning theory, or engineering feasibility, or of management feasibility. The very best they have been able to do was knock me for peripheral reasons; I'm a madman, I'm rude to my betters, etc. — which has only reinforced my feelings that my betters have yet to demonstrate their competence. On the other hand, men in the field of educational systems design think highly of my proposed French course.

McGill's totally inadequate answer to the problem of getting better French-speaking students is our new Functional French course, which was implemented at the specific request of Michael Oliver (over the predictable reluctance of the French Department) and is being so run that the person responsible for the course gets ne-

gative payoff for his interest — how typical of McGill.

This course is inadequate:

(1) From a management point of view because it requires one teacher for every eight students. This puts impossible cost constraints on a mass course. It CANNOT be expanded to meet McGill's minimal needs.

(2) From an engineering point of view it does not have a properly financed interdisciplinary design team and so cannot bring to bear on the problem all the available resources of our technology.

(3) From a student point of view, eight-man group discussions are an inefficient use of student time any way you use them. They won't make the return-on-effort ratio high enough to interest the number of students McGill has to interest if it is going to impress French Canada with its seriousness.

Vice-Principal Shaw, you mentioned recently that change must be managed, and that rapid change must be superbly managed. I agree. Revolution is a condition where the necessity for change has outstripped an establishment's ability or willingness to manage change. You said you were challenged by management problems. Okay, I challenge you.

There is enough talent at McGill, which if properly organized, could create the finest and cheapest French language course the world has ever known. Most of us, and I include myself, are incompetent managers whatever else we may have to offer. You have that talent — so you say. All right. Organize us.

The deadline is the fall of 1971. If you can meet that deadline I'll believe in you as a manager, and I'll begin to believe in McGill's ability to respond to the new Quebec. Talk to me about it sometime. I'm interested in what solutions you would propose for the very real management problems that arise with any first class educational innovation program. Do we really have to wait around like typical Canadians and think-little while the Americans do it first?

Donald Kingsbury
Mathematics Department

french: no

To the Editor:

Since it would not be a problem for me to give courses in French, I feel at liberty to take a strong stand against the use of the French language in giving courses at McGill.

It seems only reasonable that McGill should insist on retaining its English character, but that all efforts be made to provide courses enabling McGill students to acquire proficiency in spoken French.

On the other hand, it would be a serious mistake to give courses in French at McGill (except, of course, in the French Department or in some special cases such as the Law Faculty). In order to make clear the disastrous consequences that would arise if the policy of giving courses in French were adopted I wish to outline the experience of the University of Louvain, Belgium. Belgium is a bilingual country like the Province of Québec, with the difference that French is the language of business and Flemish is the language of the working man (whereas in this Province English is the language in which 75% of business is carried out, and French is the language of three out of four working men. The analogy between the si-

tuation in Belgium and in the Province of Québec extends to the fact that the University of Louvain, which has been using French for hundreds of years, is located in a Flemish — speaking region, somewhat as McGill uses English in a region where French is the predominant language.

Many years ago, in response to demands from the Flemish-speaking group, a few courses in Flemish were introduced at Louvain University. Naturally enough, the Flemish group was not satisfied and asked for more and more courses in Flemish. Eventually, it became the rule that Flemish students took courses in Flemish and French students took courses in French. Thus, nine years ago when I spent three months in Louvain the pattern had been reached that every department throughout the university had been duplicated. French and Flemish departments existed for each subject with their own chairman and organization, but little or no contact. As a matter of fact, in many of the departments the French-speaking staff never spoke to their colleagues of the Flemish-speaking staff and vice versa. In January 1968, the Flemish students rioted in the hope of eliminating all French-speaking departments. They thus forced the Government to resign and eventually obtained that the French departments would be removed from the University within the next few years. All these departments will be moved to a new French-speaking university which is being built about ten miles south of Louvain, that is, beyond the linguistic border. Within a couple of years there will not be any French speaking courses in the town of Louvain itself.

I submit that, if we were to accept a pattern of duplicating courses in French, the evolution that occurred in Louvain would eventually occur here and force McGill to disappear as an English — speaking university or to relocate beyond the Ontario border.

I hasten to add that McGill should open its doors to any French Canadian who is willing to take courses in English. Indeed, recruitment from French CEGEPs should make it clear that any qualified student is fully welcome provided he is willing to be educated in English.

C.P. Leblond
Department of Anatomy

PGSS-sponsored seminar

To the Editor:

On page 2 of the 13 March 1969 edition of the Reporter, an article entitled McGill Should Be Bilingual — LaPierre, Goldberg, appeared. It was stated throughout the article in question that the event was sponsored by the Education Committee. While this is true, a hidden fact must be pointed out. The Education Committee spoken of is the Education Committee of the Post-Graduate Students' Society.

The PGSS was and is responsible for the complete series of these seminars which have been taking place at McGill during the last few weeks. The PGSS operates on a separate budget from the Student Society. The PGSS does not receive funds from the Student Society for any of its activities. All post-graduate students, however, must also contribute fees to the Students' Society, a parallel organization.

Kenneth J. Wayne
President

LaPierre

continued from page 2

lapierre

Nous ne sommes pas le seul centre d'études canadiennes-françaises: exemple: il y a à l'Université Sir George Williams un "Centre de recherche en histoire économique du Canada français," de même qu'un "Centre d'Etudes du Québec"; à l'Université de Montréal, il y a un "Centre de Documentation des lettres canadiennes-françaises," le Département de sociologie et d'anthropologie de l'Université Laval organise chaque année un colloque sur le Canada français; l'Université d'Ottawa a un Centre de recherche en littérature canadienne-française. Faut-il abolir tous les centres d'études sur le Canada français? Ecoutez! les gens demandent que McGill s'intègre de plus en plus à la société québécoise, c'est justement le but du Centre. Pourquoi détruire l'instrument par excellence dont disposent les Canadiens français à McGill?

Nous pensons que ce Centre doit continuer et intensifier son travail. Jusqu'ici le travail que nous avons fait n'a pas été — en aucune façon — l'étude des "natives." C'est une accusation ridicule. Quand on donne un cours d'histoire du Canada, de sociologie du Canada français, de littérature québécoise à l'Université McGill ou Laval, s'agit-il d'études sur les "natives"? Ce que nous avons fait c'est une tentative de sensibiliser McGill à la société québécoise par les moyens suivants:

Depuis 1963, le Centre, avec un personnel restreint et des moyens inadéquats, a organisé 20 séminaires, 65 conférences, 13 cours subventionnés, 43 projets de recherche; organisé un colloque sur Emile Nelligan auquel environ 5,000 personnes ont participé. Il a monté une collection de documents québécois groupant plus de 20,000 titres. Le Centre a complété une vingtaine de bibliographies sur des sujets d'actualité et celles-ci ont été mises à la disposition des chercheurs québécois. Le Centre a également mis sur pied un centre de documentation comprenant une collection de périodiques canadiens-français; un service de coupure de presse qui groupe maintenant quelques 50,000 articles. Nous avons établi des dossiers sur un grand nombre d'associations techniques et professionnelles canadiennes-françaises, ce qui nous permet de garder un contact avec tous ces organismes.

Durant les cinq dernières années, le Centre a retenu les services de plusieurs dizaines d'étudiants comme assistants de recherche.

Ce qui a été fait dans le passé n'est pas une justification de McGill. Nous pensons qu'il y aurait dû avoir plus de choses de faites et nous avons demandé plus de ressources, la réponse est à McGill.

Si McGill continue officiellement à demander le bilinguisme et le biculturalisme pour le Canada, comment pourra-t-elle ne pas se transformer dans ce sens? Si une certaine mesure de bilinguisme et de biculturalisme n'est pas possible à McGill, à Montréal, nous devons en réaliser les conséquences quant à l'avenir du Canada et du Québec.



woodrow wilson fellowship winners

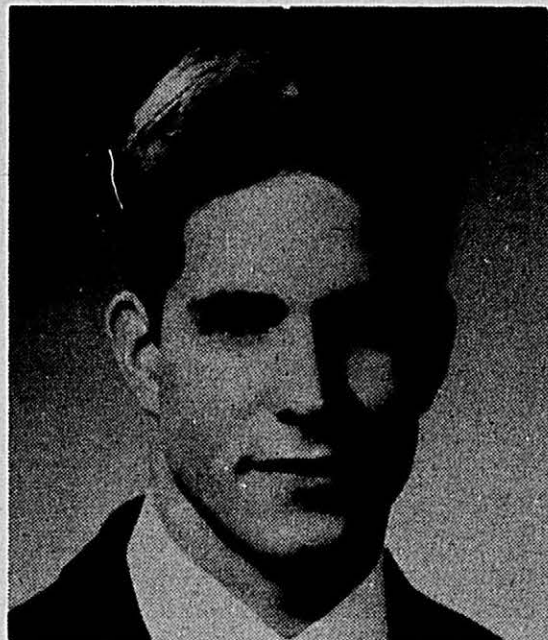
Among the Designates of the Woodrow Wilson National Fellowships this year were seven McGill students. They are: John H. Burbidge, Economics; Gordon M. Cohen, Chemistry; Michel Del Buono, Economics; Peter M. Doubilet, Mathematics; Stephen M. Miller, Economics; Sheldon M. Schreter, Sociology; and Stephen M. Tanny, Mathematics.

The Foundation also announced that the following McGill students are on its Honorable Mention list: Mark Aronoff, Linguistics; Normand Briere, Economics; Susan M. Dal-fen, Psychology; Lucy A. Fellowes, Art History; Robert H. Frender, Psychology; Harvey Goldblatt, Russian Language; Harvey M. Israelovitch, Anthropology; Peter C. Rodger, Canadian or American Government; and Alfred Walczewski, Dramatic Literature.

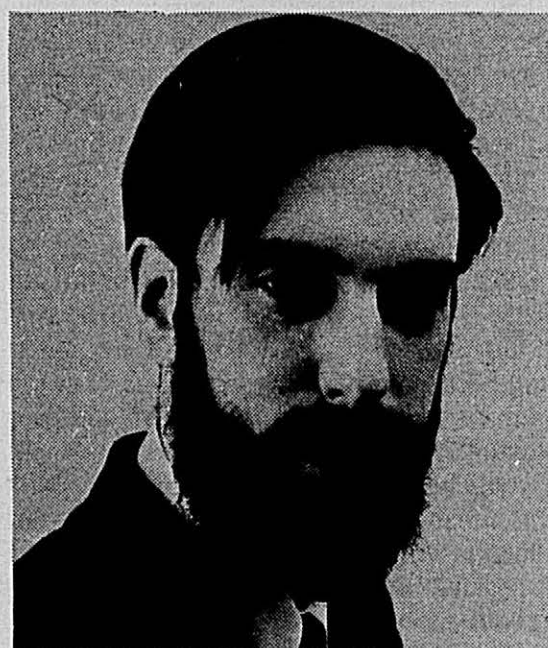
Designates' names will be submitted to graduate schools with the recommendation that they be considered for financial support.



Stephen M. Tanny



John H. Burbidge



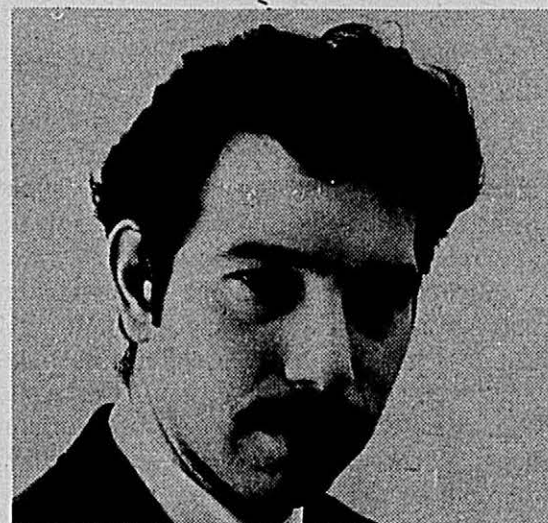
Sheldon M. Schreter



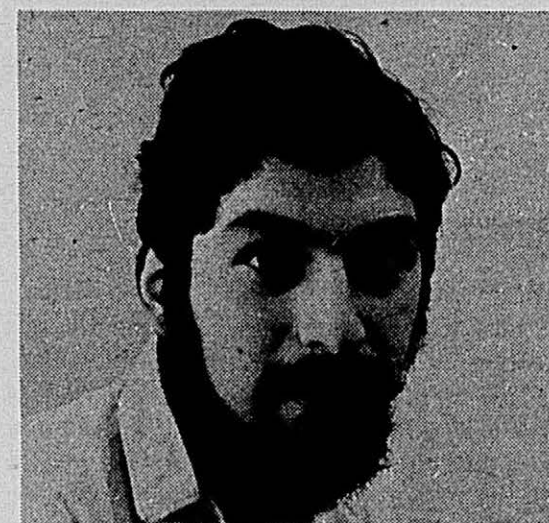
Gordon M. Cohen



Peter M. Doubilet



Michel Del Buono



Stephen M. Miller

macdonald college

open forum

The Faculty of Agriculture has invited prospective students and their parents to visit Macdonald College, Saturday, 22 March.

Starting at 10:00 a.m., an Open Forum meeting will be held in the Ballroom of the Centennial Centre, to give prospective students and their parents an opportunity to become familiar with the way the Faculty of Agriculture is adapting its academic program to meet the immediate needs of

high school students entering the post-secondary educational system. An open invitation is being made to everyone interested to join in the Forum discussion, to visit the campus, and to seek additional information of specific interest.

meet

MEET (McGill Elementary Education Teaching Teams) is a special one-year internship program for graduates interested in a teaching career. Each week, interns attend two days of academic classes at Macdonald College, with main emphasis on teaching methods. The other three days are spent in an elementary school, assuming many teaching responsibilities. As well as learning from these experiences, the intern is also assisting the teaching staff. For this service, he receives a bursary of \$1,500.

Every intern works in a very different situation, since many types of schools are involved. These range from the very traditional to the most modern school, with its large open areas, ungraded system, freedom of movement, and team teaching. Protestant, Catholic, and private schools are involved, located in many parts of the island, as well as in Chomedey and on the South Shore.

In one day, an intern might teach Grade 1 Reading, Grade 4 Geography, and Grade 7 Math.; while another may devote most of his time to a specific grade level or subject area. As much as possible, the interests of the intern are taken into account.

All students interested in project MEET are invited to attend a meeting on Monday, 24 March, 1969 at 1:00 p.m., in Leacock 26. Interns and staff will discuss the program and will answer questions. Application forms will be available.

EDITOR: HARRY E. THOMAS
PRODUCTION: HELEN MURPHY
PHOTOGRAPHY: CHRIS PAYNE
(UNLESS OTHERWISE CREDITED)

Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Published weekly by the Information Office of McGill University, 805 Sherbrooke Street West, Montreal 110, Quebec, and distributed free of charge to faculty students, staff and friends of the University

INFORMATION OFFICE:
Albert A. Tunis, Director; H. E. Thomas, Suzanne Côté, Margot Clark, Gordon Thomson (Macdonald College), Robert Reid, Einar Vinje, and Chris Payne.

McGill
reporter

Biafra Teach-In

The war in Biafra and its political motives; starvation (which has caused the death of at least one million Biafrans in the last six months); the necessity for immediate political action to stop the indirect form of genocide in Biafra: these are the subjects of the international teach-in to be held on Saturday, 22 March 1969 in the Leacock Building, starting at 2 p.m.

The teach-in is jointly sponsored by l'Université de Montréal, McGill, UQEG (Union Générale des Etudiants de Québec), EUMQ (Entraide Universitaire Mondiale au Québec), and several Biafran associations.

Films will be shown with commentaries by their producers (CTV, Radio-Canada, ORTF, etc.). Three French-speaking Canadian journalists who returned from Biafra 12 March will highlight this documentation with their recent films and slides.

Leading participants include Conor Cruise O'Brien, former leader of the UN mission to the Congo, Stephen Lewis, MPP, Pierre Bourgault, Stanley Diamond, anthropologist from the NY School for Social Research, Dr. A. N. Onejeme, representative from the Republic of Biafra (NY), French — and English-speaking professors from McGill, Université de Montréal, Loyola, and SGWU (B. Charles, P. Bonin, A. Larocque, L. LaPierre, B. MacFarlane, D.

Aronson, D. Savage, and others), journalists, political leaders (Quebec, Ottawa, Ontario, NY, and more), and representatives from OXFAM and Canair Relief.



What is happening in Biafra? These starving children are one reality of a vicious internecine war. The Teach-In will attempt to find some reasons why.

position vacant associate director (liberal arts and commuty service) centre for continuing education

The Centre requires a member of the Faculty of Arts and Science to devote 25 per cent of his time to the development and supervision of Liberal Arts and Community Service courses given in the evening and through summer schools. Ideally the Associate Director will be a staff member of an Arts Department, will be well known in Faculty, and will be interested in developing evening education. Interested Faculty members should phone (392-4934) Dr. Edward C. Webster, Director, Centre for Continuing Education.

MAUT forum on student participation

All members are invited to attend a discussion session on the topic: "The Role of Students on Departmental Committees Dealing with Appointment, Reappointment and Promotion of Academic Staff." Professor St. Pierre, Chairman of the MAUT Committee on staff-student relations, will briefly review recent developments, and there will be two additional brief statements including one by Professor Roseborough of Sociology. Then the floor will be open to general comment, and no formal business will be transacted. The Forum will be held on Tuesday, 25 March 1969, 4:00 p.m. L132.